DOCUMENT RESUME

ED 256 360 IR 051 102

TITLE	Curriculum Materials Center Collection Development Policy.
INSTITUTION	Association of Coll. and Research Libraries, Chicago, Ill.
REPORT NO	ISBN-0-8389-6777-9
PUB DATE	84
NOTE	32p.; Prepared by the Education and Behavioral Sciences Section.
AVAILABLE FROM	Association of College and Research Libraries, American Library Association, 50 East Huron Street, Chicago, IL 60611 (ACRL members, $5.00; nonmembers, $7.00).
PUB TYPE	Guides - Non-Classroom Use (055) -- Legal/Legislative/Regulatory Materials (090) -- Viewpoints (120)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Educational Media; Elementary Secondary Education; Higher Education; *Instructional Materials; *Learning Resources Centers; Library Administration; *Library Collection Development; Library Material Selection; *Library Planning; *Nonprint Media; Policy; Teacher Education

ABSTRACT

This model collection development policy was designed to aid curriculum materials center (CMC) librarians in defining their collection development programs and to provide guidance to personnel in building and maintaining the materials and equipment collections. A CMC collection provides print and audiovisual media designed to support the instructional program of a school or college of education, the methods and practicum courses in an educational curriculum, and those children's and young adult literature courses taught in the college/school of education and school of library and information science. The clientele of the CMC includes campus-based patrons (education majors, non-education majors, full- and part-time faculty, and full- and part-time university staff), consortium patrons, and purchased library card patrons (local school teachers and members of the general public with an interest in the collection). This broad policy statement, which may be adapted by libraries depending upon their local needs, comprises the following sections entitled: (1) Objectives of the Collection; (2) Clientele to Be Served; (3) Scope and Boundary of the Collection; (4) Review Sources; (5) Personnel Roles and Responsibilities in the CMC; (6) Selection Criteria; (7) Gifts; (8) Weeding Policy; and (9) Interlibrary Loan Policy. (THC)

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CURRICULUM MATERIALS CENTER

COLLECTION DEVELOPMENT POLICY

Education and Behavioral Sciences Section
Association of College and Research Libraries
American Library Association

1984

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CURRICULUM MATERIALS CENTER
COLLECTION DEVELOPMENT POLICY

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Curriculum Materials Joint Committee
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March 1984

Additional copies of:

Curriculum Materials Center Collection Development Policy

are available from:

ACRL/ALA
50 East Huron Street
Chicago, IL 60611

Price: ACRL members $5.00
Nonmembers $7.00

ISBN 0-8389-6777-9

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I. INTRODUCTION

As the squeeze of inflation increases, collection development and selection of materials become some of the most important tasks a librarian performs. Concomitantly, as the production of materials in all formats increases, the importance of judicious selection to ensure a quality collection in support of the curriculum increases. In order to improve the selection process, these is a need for pin-pointing specific goals and finding materials to meet those goals. Collection development and selection of materials should be based on a sound, written policy which relates selection of instructional materials to methods and courses; it should relate the development of the Curriculum Materials Center to the library as a whole, and should respond to changes in the curriculum, meeting resource requirements as new programs are introduced. Since the curriculum and its instructional materials should be used in an environment which provides for modification, experimentation, and change, the library should review its collection development policy as appropriate.

A number of terms might be used to describe this collection, such as curriculum materials center/library/laboratory or instructional materials center. The term "CMC" will be used in this document.

With this purpose in mind, the Collection Management Subcommittee of the Problems of Access and Control of Education Materials/Curriculum Materials Joint Committee of the Education and Behavioral Sciences Section of the Association of College and Research Libraries of the American Library Association has drafted

a model collection development policy to help CMC librarians throughout the country to define their collection development programs and to provide the necessary guidance to personnel employed in these centers for building and maintaining their materials and equipment collections. This policy is meant as a model upon which to base individual institutional policies, one which could be adapted by any library depending upon local needs. Therefore, the following policy is quite broad and inclusive in order to accommodate all types of curriculum centers. Local policy may dictate more or less specificity.

It is the Committee's belief that a clearly defined process of collection development can be used not only to support budget requests, but will also serve as a means of informing faculty, administrators, accrediting agencies and other interested parties of the commitment the CMC has made to a unified selection and re-evaluation process. The policy also serves as a document that can be presented to patrons and staff for their further understanding of the purposes and standards which guide the selection of the various types of media.

II. OBJECTIVES OF THE COLLECTION

A. General Statement

The objective of the CMC is to make readily available for inspection, evaluation, and implementation educational materials of the highest quality produced for use with children from preschool through grade twelve. Adult Basic Education materials can also be included when possible. The CMC may also provide patrons with materials relating to the teaching profession (for personal and staff development). The materials will support the university curriculum. When feasible, they may also serve the needs of local educators.

B. Supporting Documents

The CMC supports the following statements:

From American Library Association:
- The Bill of Rights (as amended January 23, 1980)
- Intellectual Freedom Statement (adopted by the ALA Council on June 25, 1971)
- Librarians' Code of Ethics (adopted by ALA Council on June 30,1981)
- Statement on Professional Ethics (n.d.)
- Freedom to Read Statement (1981)

From The National Council of Teachers of English
- Students' Right to Read, 1972

In the spirit of these documents, reasonable efforts will be made to locate materials elsewhere for patrons and to recommend additional sources of information when the center's collection does not provide the needed resources.

III. CLIENTELE TO BE SERVED

A. Introduction

The clientele of the CMC is described below. However, it should be noted that informational needs will be honored, excluding actual loan, whether a person is a legal user or not. Anyone may use the materials in the CMC and/or have reference questions satisfactorily answered there.

B. Definition

The possible clientele or service population should be the same as that of the rest of the library system. However, it will probably have a heavy concentration of education students and faculty, as well as local teachers.

C. Exclusions

Although the CMC does contain materials suitable for children, it is part of the academic library, and, as such, is to be used by adults. Library users should be at least the minimum age stated for the circulation of materials. Children under that minimum age should be accompanied by an adult.

D. Categories

Clientele are listed below in no order of preference. Circulation policies for each may vary.

Campus-based patrons

1. Education majors, both graduate and undergraduate students
2. Non-education majors both graduate and undergraduate
3. Full and part-time faculty, in all academic departments
4. Full and part-time university staff

Consortium patrons

Patrons who do not fall into the above category. This includes Interlibrary Loan borrowers, as well as walk-in members of networks, cooperatives, etc.

Purchased library card patrons

1. Local school teachers who do not fall under the above categories

2. Members of the general public with an interest in the collection

IV. SCOPE AND BOUNDARY OF THE COLLECTION

A CMC collection provides print and audiovisual media designed to support the instructional program of a school or college of education, the methods and practicum courses in an educational curriculum, and those children's and young adult literature courses taught in the college/school of education and school of library and information science.

A. Collection Guidelines

1. Curricular level and subject treatment

The CMC collection contains media and resources appropriate for pre-school through secondary education and adult education. Bilingual/bicultural education, language arts, foreign languages, literature, music, science, spelling, handwriting, health, mathematics, reading, social studies, career education, adult education, and dictionaries for children and young adults are examples of subject areas included in the collection.

2. Languages

The primary language of material in the collection is English, although materials used to teach foreign languages are also included.

3. Chronology

Although the collection contains older materials, emphasis is on teaching materials published in the last decade. Some older materials of historical or research value may be kept.

4. Geographical Guidelines

Educational methods and approaches used in the United States are emphasized in the CMC collection. The curriculum librarian may want to consider selecting materials issued or published by the State Department of Public Instruction and area school systems. Materials from other states and countries are selectively collected.

B. Collection Formats

1. Textbooks

Textbooks in all curricular subjects, grades kindergarten through twelve, are selected. Those texts adopted by local schools should be acquired comprehensively, while other exemplary texts are collected selectively. Emphasis in the textbook collection is on materials published within the last ten years. Some older texts may be kept for research value. College level texts are not added to the collection.

2. Curriculum Guides

Preschool through twelfth-grade curriculum guides from the state, regional, and national level are collected selectively, while local ones are acquired comprehensively. The guides may either be in paper or microform format.

3. Juvenile Literature

Books appropriate for the preschool child through young adult are located in the collection. Award winners, honor books, and the young adult notable books should be collected comprehensively. Other examples of literature located in the collection include children's classics, beginning-to-read books, picture books, wordless picture books, folk literature, mythology, modern fantasy, poetry, realistic fiction, historical fiction, informational books, biography, and autobiography.

4. Professional literature

A core collection which supports other materials in the CMC collection should be purchased for the professional collection. Examples of these materials include idea and activity books, sources about children's and young adult literature, selected teaching methods books, and books which teach students how to write behavioral objectives and prepare lesson plans. Books about educational research, theory, or history should not be located in the CMC collection, but in the institution's education or general collection.

5. Reference collection

The newest editions of reference sources which are related to other materials in the collection are included in the CMC reference collection. For example, the collection includes children's literature indexes and bibliographies, indexes and reviewing sources of

audiovisual media and equipment, kindergarten through twelfth-grade encyclopedias, dictionaries, and thesauri, biographical information about authors and illustrators of children's literature, and indexes to educational microcomputer software.

6. Journals

A collection of journals that reviews children's literature is located in the CMC collection. In addition, journals such as The Reading Teacher, Science and Children, and Social Education, that review children's literature and contain articles about creative teaching methods, should be included in the collection.

7. Computer software

Software which would be used in a preschool through twelfth-grade educational setting should be located in the CMC collection. Appropriate computer hardware should also be located in the immediate area of the CMC collection if possible.

8. Free materials

While free materials are easily acquired and help supplement the collection, they may be expensive to locate and add. Free materials, especially those from commercial organizations and industry, should be critically reviewed before adding. Materials from the government and professional organizations may be excellent sources of free information.

9. Government Documents

Government documents are an authoritative source of information and are an especially good source for maps and statistics, curriculum guides and audiovisual materials. Many academic libraries have a Government Documents area. If so, users should be referred to this area.

10. Audiovisual materials

Audiovisual materials should be purchased for demonstration purposes and to provide resources that students use in lesson preparation. Examples include charts, pictures, study prints, photographs, slides, filmloops, records and cassettes, multimedia kits, films, video formats, simulation games, transparencies, manipulatives, models, realia, and education toys. Appropriate audiovisual hardware should also be located in the immediate area of the CMC collection if possible.

11. Teaching units

Sample units are an important part of the CMC because they help teach students how to develop their own teaching units. Student-produced units should be collected and labeled as such.

12. Vertical file

Pictures of animals, information about countries which has been received from embassies, and other journal and newspaper articles are examples of materials located

in a vertical file. Most vertical files will contain information on the local area (local history and personalities) and on education-related topics.

13. New and emerging instructional technologies.

Inclusion of new and emerging instructional technologies that impact upon educational practices should be incorporated into the CMC when appropriate.

V. REVIEW SOURCES

A. Introduction

When selecting materials, the curriculum librarian should ideally arrange for first-hand examination of the items to be purchased. Printed materials can be examined at exhibits at conventions and conferences, selection workshops, examination centers, local jobbers and collections in other libraries and media centers.

Audiovisual materials especially should be previewed prior to purchase. These materials can be requested for preview from the producer. Some selection sources indicate preview services. When possible, professional analyses, user reports, and empirical evidence of effectiveness should be sought. Producers' or authors' statements should not be relied on solely.

While first-hand examination is the selector's primary source, selection tools serve as secondary sources and provide information about materials in many formats. Librarians should employ every existing resource available to them in the selection process. Reputable, unbiased, and professionally prepared selection aids should be used. They provide background and information, varying points of view, critiques of materials and resources, and suggestions for use of materials within the classroom.

B. Scope of Review Sources

In utilizing selection aids, the following questions should be asked:

1. What is the selection policy for inclusion? Is only recommended material included?
2. What types/formats of material are included?
3. For what type of library is the material intended?
4. What is the frequency of publication and the speed with which current reviews appear?
5. Who chooses the items to be included and what are her/his qualifications?
6. What is the scope of the guide and how much information is given for each item?
7. How is the information arranged? Is it easy to use?

C. Types of Review Sources

Selectors must use a mixture of retrospective and current, critical and descriptive lists. There is no such thing as a comprehensive list, one that offers complete coverage of all materials, media, and suppliers. The selector should utilize reviews and listings which appear in general periodicals, in special bibliographies, in yearbooks, and in professional journals.

The following suggestions are not intended as an exhaustive listing nor are they in priority order:

1. Educational Products Information Exchange (EPIE) supplies descriptive information. EPIE listings contain tables of comparable information about all items available for a given purpose from various producers. Information about the developer's willingness to supply field-test or other study data about the product is included.

2. Subject or grade level bibliographies/basic general lists. Most of the following guides are retrospective; they do not cover what was issued in recent years and may list much that is no longer available. Such sources must be updated with review of current materials.

a. Basic Book Collection for Elementary Grades. Chicago, American Library Association.
Basic Book Collection for Junior High Schools. Chicago, American Library Association.
Basic Book Collection for High Schools. Chicago, American Library Association.

b. Children's Catalog. New York, H.W. Wilson.
Junior High School Library Catalog. New York, H.W. Wilson.
Senior High School Library Catalog. New York, H.W. Wilson.
Fiction Catalog. New York, H.W. Wilson.

c. Reading Ladders for Human Relations. Washington, D.C., American Council on Education.

d. Science Books and Films. Washington, D.C., American Association for the Advancement of Science.

e. Adventuring with Books: A booklist for pre K-Grade 8. Urbana, Illinois, National Council of Teachers of English. Committee on the Elementary School Booklist.

f. The Elementary School Library Collection: A Guide to Books & Other Media. Williamsport, PA., Bro-Dart Foundation.

g. Guide to Reference Books for School Media Centers. Littleton, CO., Libraries Unlimited.

h. Free and Inexpensive Learning Materials. Nashville, TN., Incentive Publications.

See also publications of Educators Progress Service, Randolph, WI., i.e.

Elementary Teachers Guide to Free Curriculum Materials.
Educators Guide to Free Filmstrips.
Educators Guide to Free Films.
Educators Guide to Free Teaching Aids.
Educators Guide to Free Health, Physical Education & Recreation Materials.

Educators Guide to Free Audio & Video Materials.
Educators Guide to Free Guidance Materials.
Educators Guide to Free Science Materials.
Educators Guide to Free Social Studies Materials.
Educators Index of Free Materials.
Guide to Free Computer Material.

i. Books for Secondary School Libraries. New York, Bowker.

j. Books for You: A Reading List for Senior High School Students. Urbana, IL., National Council for Teachers of English.

k. Core Media Collection for Secondary Schools. New York, Bowker.

l. Core Media Collection For Elementary Schools. New York, Bowker.

m. Magazines for Libraries. New York, Bowker.

n. U.S. Government Publications for the School Media Center. Littleton, CO., Libraries Unlimited.

o. Notable Children's Books of 19-. Chicago, American Library Association.

p. Your Reading: A Booklist for Junior High Students. Urbana, IL., National Council for Teachers of English.

3. General periodical literature. Magazines within the various curricular areas served by the CMC can be an aid in locating outstanding materials. These magazines often included reviews prepared by qualified professional educators and libraries.

Examples of these are:

a. American Biology Teacher

b. Appraisal: Science Books for Young People

c. Art Education

d. Childhood Education

e. Computing Teacher

f. Electronic Learning

g. English Journal

h. Health Education

i. The History Teacher

j. Journal of Home Economics

k. Journal of Nutrition Education

l. Journal of Reading

m. Language Arts

n. Man/Society/Technology

o. Mathematics Teacher

p. Reading Teacher

q. School Science and Mathematics

r. Science and Children

s. Social Education

t. Teaching and Computers

u. Voc Ed

4. Standard reviewing sources. The following professional periodicals should be consistently checked for locating reviews of current outstanding materials:

a. Book Report

b. Booklist

c. Bulletin of the Center for Children's Books

d. Chart Your Own Course (relates to "Gifted" area)

e. Curriculum Review

f. EFLA Evaluations. Educational Film Library Association.

g. Horn Book Magazine

h. Kirkus Reviews

i. Media Review Digest

j. Publishers Weekly

k. Roeper Review: A Journal on Gifted Education

l. School Library Journal

m. School Library Media Quarterly

n. Sightlines

o. Top of the News

p. Wilson Library Bulletin

5. Publishers' leaflets and catalogs. The obvious source of basic descriptive information about materials is the producer. Such directories or collections of catalogs provide a good place to start, but the ones supported by producers may be less than complete and unbiased. These catalogs are in the category of current descriptive listings and are best consulted last, after objective sources have provided initial information.

D. Sources for Curriculum Guides

1. Federal Sources

a. Resources in Education (RIE).

b. An increasing number of states require that curriculum guides be deposited in the Educational Resources Information Center (ERIC).

c. The Monthly Checklist of State Publications. Lists state education department or state school system publications.

2. Professional Association Sources.

Curriculum Materials. Annual publication of the Association for Supervision and Curriculum Development.

3. Commercial Sources

Kraus Curriculum Development Library (KCDL).
Kraus International Publications.

VI. PERSONNEL ROLES AND RESPONSIBILITIES IN THE CMC

A number of professional, support staff, student workers, and faculty are directly or indirectly involved with the development, maintenance, and operation of a CMC within an academic library structure.

A. Librarians

Two categories of librarians have major but different influences on the effectiveness of the CMC. First, there are those librarians who are directly responsible for the development, staffing, maintenance, and operation of the CMC. These librarians may be referred to as curriculum librarians, education/psychology librarians, or by other titles. Their primary job assignments involve the CMC, and they must be most cognizant of the information, research, and curricular needs of the curriculum library's clientele. Furthermore, they must have the resources (staff, facilities, equipment, and funds) to respond to these needs. The librarian responsible for the CMC should have a clear and open relationship with the library administration so that needs and concerns may be adequately addressed.

The second category of librarians are those indirectly responsible for the CMC. These librarians include general reference librarians, technical services librarians, and of course, library administrators. This last group must be committed to the mission and purpose of the CMC and support the CMC accordingly.

B. Support Staff

The support staff members who are involved with the daily operations of the CMC should be adequately trained in order to perform the appropriate duties and activities related to the CMC.

C. Student Workers

Student workers who are involved with the daily operation of the CMC should be adequately trained to perform the appropriate duties related to the CMC.

D. College/School/Department of Education Faculty

Assuming the curriculum librarian does not report administratively and fiscally to the college/school/department of education, the education faculty members have an important role in promoting the services and collections of the CMC. They should also assist as appropriate in collection development for the CMC.

VII. SELECTION CRITERIA

A. Purpose

There should be evaluative criteria, general and specific, for each type of material to be selected. The potential use of materials should be considered on both an immediate and long-term basis. Materials which are potentially useful in several subjects and grades should have priority over materials having a low or specialized use factor. In general, the materials selected should have received favorable reviews in the professional literature of a given subject field or in a standard review source. If budget allows, poor instructional materials are also useful in a collection as examples of what not to select or incorporate in a teaching strategy.

B. Selection Criteria

The following specific areas of evaluation are not listed in priority order; the list is not intended to be exhaustive.

1. Cost: Price of the material in relation to the budget and other available material.
2. Curriculum correlation: Media that fit this criterion are to be selected in terms of curricular objectives.
3. Technical quality: Quality of production/manufacturing; quality of writing/presentation, and quality of format, construction and presentation should be considered.
4. Existing Collection: Strengths and weaknesses of the existing collection in relation to the current needs of the clientele.
5. Scarcity/Demand: Scarcity of material on the subject and demand for material by users.

6. Authoritativeness: Reputation and significance of the author/artist/composer/editor; reputation of the publisher/producer/manufacturer. The author/s should be competent and qualified in his/her subject.

7. Academic Level: The content should be at the level appropriate for the intended learners. Media that fit this criterion are to be selected in the light of their contribution to providing for student differences in grade and ability level, interests, achievement and background.

8. Educational soundness and recency: The material should be timely in relation to current trends in education. The date of publication and permanence of the item should be considered. Materials should be relevant to today's world.

9. Subject coverage and importance: The importance of the subject to the education curriculum should be defined. The content should adequately cover the necessary facts and concepts in an organized and clear fashion.

10. Ease of use: The material should generally be easy to use as opposed to necessitating specialized training, personnel and space requirements.

11. Learning/teaching styles: The materials should represent a variety of learning and teaching styles.

12. Factual knowledge: The materials should provide factual knowledge and the information presented should be accurate.

13. Literary values: The materials should foster literary appreciation and aesthetic values; they should represent artistic, historic and literary qualities.

14. Creativity: The material should encourage self-instruction and provide a stimulus to creativity.

15. Multi-ethnic/cultural: The materials should reflect our society of multiple ethnic, racial, religious, social and sexual characteristics. They should represent a variety of economic and geographic orientations, as well as the problems, aspirations, attitudes, and ideals of our society.

16. Controversy: The prospective purchaser should examine how the materials deal with controversial issues and whether there is evidence of bias. Materials should provide opposing sides of controversial issues to develop the reader's critical reading and thinking.

17. Multi-media: Materials should involve all the senses. Collections should be sufficiently broad to meet the basic informational and recreational needs of students and teachers with any medium required.

18. Materials should be selected because of the content and the value of the work as a whole and its success in achieving its intended results.

VIII. GIFTS

It is fundamentally important that the gift policy and procedures of the CMC be compatible with those of the overall library system. The CMC's gift policy and procedures should be in written form and available from the CMC as well as the library administrator(s) responsible for the overall library collection development.

Gifts should be accepted and added to the CMC collection only if they enhance the quality and usefulness of the collection. These may include earlier and outdated editions of curriculum materials, since research may be conducted regarding the development and evolution of these materials.

Because of the nature of some curriculum materials, e.g., teaching kits, games, etc., care should be taken upon receipt, and prior to acceptance of the gift, that the materials are complete, and, therefore, most useful to the users of the CMC.

Specific information regarding the acceptance, rejection, and handling of gifts should also be contained in the library system's overall gift policy.

IX. WEEDING POLICY

A. Definition

Weeding is the removal of materials from the CMC collection either permanently (weeding for discard) or to a temporary facility (weeding for storage). Depending upon the type of weeding to be accomplished, the criteria and personnel involved in the project may be identical or different. Weeding is not synonymous with censorship (the removal of objectionable materials from the collection.)

B. Purpose

The purpose of the weeding project should be made clear to all involved before its inception. Primary goals are the removal of materials which have become obsolete, are in poor condition, or are no longer relevant to the goals and objectives of the curriculum collection and/or services of the CMC.

C. Frequency

Weeding is a task which should be integrated into other library procedures, and ideally, conducted on an annual basis to keep the collection timely and in good quality.

D. Criteria

Materials should be replaced or removed from the collection if they reflect:

1. Poor physical condition - heavily damaged, badly worn, torn, scratched, broken, deteriorating.

2. Poor content - badly written, outdated information, superceded knowledge, inaccurate information. At the discretion of the personnel involved, material may be placed into an historical collection (e.g. textbooks) rather than permanently removed from the collection.

3. Poor format - information that is better suited to another information medium (e.g. super-8 films, silent filmstrips).

4. Overcrowding - if space is at a premium, criteria #1-3 should be the determining factors when additional shelf or storage space is needed. Duplicate copies of older titles may be weeded, but care should be exercised in retaining different editions of the same title.

E. Personnel

Professionally trained and experienced librarians should be involved in any weeding project. Consideration of the needs of the users, goals and objectives of the collection development policy, and course curriculum should be factors in the design of the project. If weeding is for discard, involvement of faculty, students, and administrators should be encouraged.

X. INTERLIBRARY LOAN POLICY

A. Introduction

The decision to request, or make available, material from the CMC collection is a local decision, based upon collection size, value, and needs of local users. Although lending policies among libraries are encouraged, the unique types of materials in CMCs often prevent them from circulating away from the host library.

B. Definition

Interlibrary loan is a voluntary service, offered upon request, in which library material is made available from one library to another.

C. Purpose

The purpose of ILL is to obtain library material not available locally. ILL should serve as an adjunct to, and not as a substitute for, collection development.

D. Responsibility of Borrowing Library

1. Compliance with the Copyright Law (Title 17, U.S. Code), and its accompanying guidelines concerning reproduction of materials.
2. Safety of materials from the time they leave the borrowing library until they are received by the lending library.
3. Complete (if possible) bibliographic description of materials to be borrowed.

E. Responsibility of Lending Library

1. Materials should not be lent if they will hinder the instructional, information, and/or research needs of local users, the library's primary clientele.

2. Materials may not be lent if they are rare or valuable; bulky, fragile, difficult, or expensive to ship; difficult or impossible to replace if lost; in high demand at the local library; or subject to local circulation restrictions.

F. Expenses

The borrowing library should assume any charges for the packaging, insurance, or replacement costs of the materials.

G. Duration of Loan

The period of time during which the item may remain with the borrowing library, not including the transmittal time, shall constitute the loan period.

H. Violation of Loan

Each library is responsible for maintaining the provisions of the code in good faith.

I. Exclusions

Based upon local needs, materials may be excluded from ILL because of particular subjects or formats.